

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses background of the research, statement of the problems, objective of the research, significance of the research, scope of the research and operational definition.

1.1. Background of the research

Learning strategy is important to develop students speaking skill. Most of students have their own learning strategies that different with each other. Thus learning strategies are necessary to build students' motivation and help to be independent in learning English (Jones, 1998). Students who want to successful in speaking class they must use appropriate learning strategy for themselves. Learning strategies are steps taken by students to enhance their own learning (Oxford, 1990, p. 1)

Speaking is very important skill in learning English. For most people, mastering speaking skill is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language (Nunan, 1991, p. 39). That's why students in English education department must master English well. They also must be fluent in speak English. But in fact, many students in English Education Department do not have confidence to speak English inside or outside the classroom. They still cannot speak English fluently.

Based on the background of the research above, the writer determines to conduct a research entitled "The Learning strategy Used by English Education Students' In Speaking Class"

1.2. Statement of the Problem

Based on the background of the study above, the researcher determines the statement of the problem, they are:

1. What is the dominant learning strategy used by English Education Department Students' in speaking class?

2. How is the students' opinion about the effect of using learning strategy for English Education Department students'?

1.3. Objective of the Research

The objectives of the research are:

1. To find out the dominant of learning strategies used by English Education Department students' in speaking class.
2. To know how is the students' opinion about the effect of using learning strategies for English Education Department Students.

1.4. Significance of the Research

By doing the research, the writer hopes that the research can be useful for the students, the teachers, the parents and the other researcher.

1. For the teacher, this research is useful to give information about the students' learning strategy in English Education Department Muria Kudus University. So the teacher can guide the students with appropriate learning strategy in learning process.
2. For researcher, the result of this research support the researcher to be a reference in doing a research related to learning strategy.

1.5. Scope of the Research

In this research the writer focuses on the dominant learning strategy used by English Education Department Student in the third semester Muria Kudus University. To limit the problem the writer asks the students about their learning strategy used in speaking class by giving questionnaire and interview. Then, the writer wants to analyze the result of the data.

1.6 Operational Definition

To clarify the terms that are used at the title of this research, the writer defines some definitions as follows:

1. Learning strategy is a way that used by students to develop their ability during the learning process.

2. Speaking is process of producing word by oral to communicate with others.
3. English Education Department students' in speaking class are students who studied in speaking class English Education Department Muria Kudus University.

